



Supported Independence Science

Official Released Items

Grade 5

**Fall 2007
Official Released Items**

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The Grade 5 Supported Independence Science Assessment was administered for the first time in Fall 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 *Grade 5 Supported Independence Science Assessment*. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Supported Independence Science Grade 5

Science Strand	Number of Core Items
Life	7
Physical	3
Earth	5
Constructing	1
Reflecting	1
Total Items	17
Total Possible Points	68
Released Items	3 (Numbers vary by strand and topic.)

*2 points/item Primary Assessment Administrator + 2 points/item Shadow Assessment Administrator = 4 points possible/item

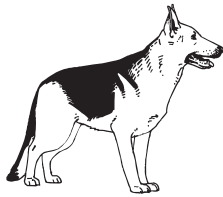
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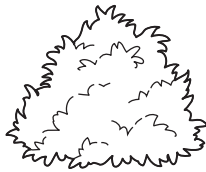
Supported Independence General Directions

- Prior to administration, review the assessment items. All items in the assessment are in the selected-response format. These items are scored using the Supported Independence Scoring Rubric. Learning how to apply the rubric correctly is very important. The *2007/2008 MI-Access Coordinator and Assessment Administrator Manual* and the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program (www.mi-access.info) both contain examples of how the rubric should be applied.
- Selected-response items are designed to assess the Science Extended Benchmarks created to link with the Michigan Curriculum Framework Science Content Benchmarks. Answer choices to the selected-response items are all in the form of graphics on 8½ x 11 picture cards that students must view and respond to in order to answer the question. The picture cards must be presented twice, and the student must correctly respond twice for each of the selected-response items. Again, the P/SI Scoring Rubric Online Learning Program and MI-Access manual contain examples of how to present selected-response items with three choices.
- All Supported Independence selected-response items require graphics. These have been provided as thumbnails in the booklet on the page containing the item and as separate full-page (8½ x 11) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and the corresponding picture cards to ensure that you have all of the required picture cards so that the correct graphics are used for the appropriate item.
- Plan for appropriate materials and any individualized communication or technology devices the student may need to respond to the items, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction. In other words, do not introduce a new device or material during assessment administration with which the student is not familiar.
- To accurately and reliably apply the scoring rubric and yield valid data, carefully review the "Scoring Rubric Flow Chart" included in the *2007/2008 MI-Access Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If applicable, plan to administer the items when they may typically occur.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which two people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related services provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be a certified staff or school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- Both the PAA and SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located at the end of the assessment booklet. This is where the PAA and SAA will record the score point or condition code for each selected-response item. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a Number 2 pencil.

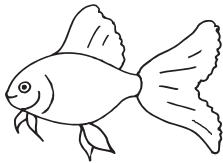
R1 Which one of these living things is a plant?



dog



bush

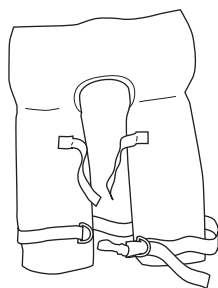


fish

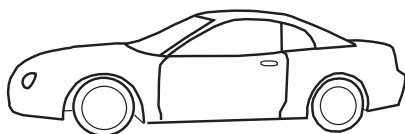
R2 Which one of these **most** likely floats?



rock

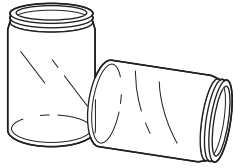


life jacket



car

R3 Which one of these can be recycled?



glass jars



shoe



candy bar



Do Not Continue.



Do not continue until instructed to do so.

Student Name: _____

MI-Access Primary Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

Science Supported Independence Items**Item R1**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

Science Supported Independence Items**Item R1**

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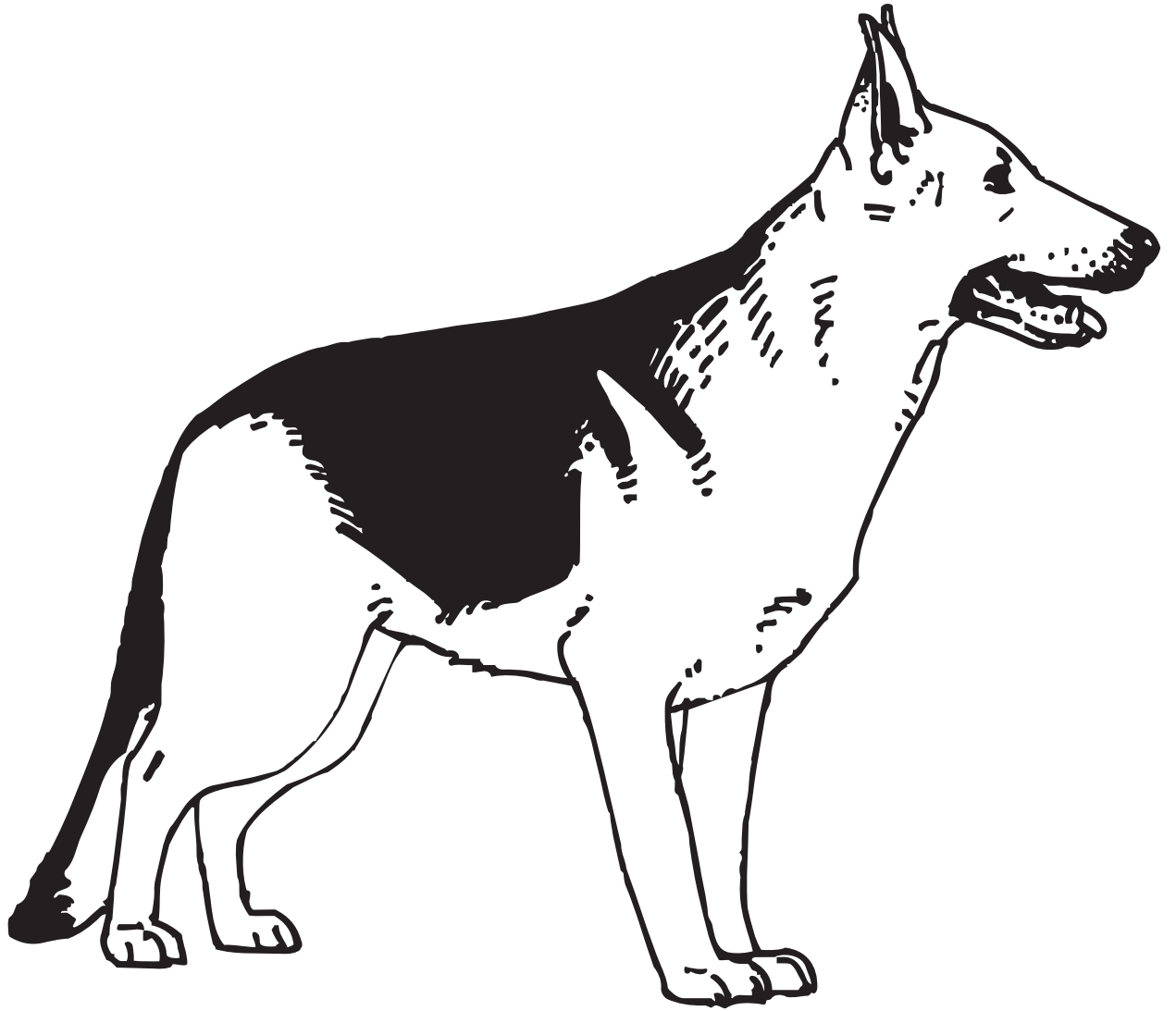
Item R2

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
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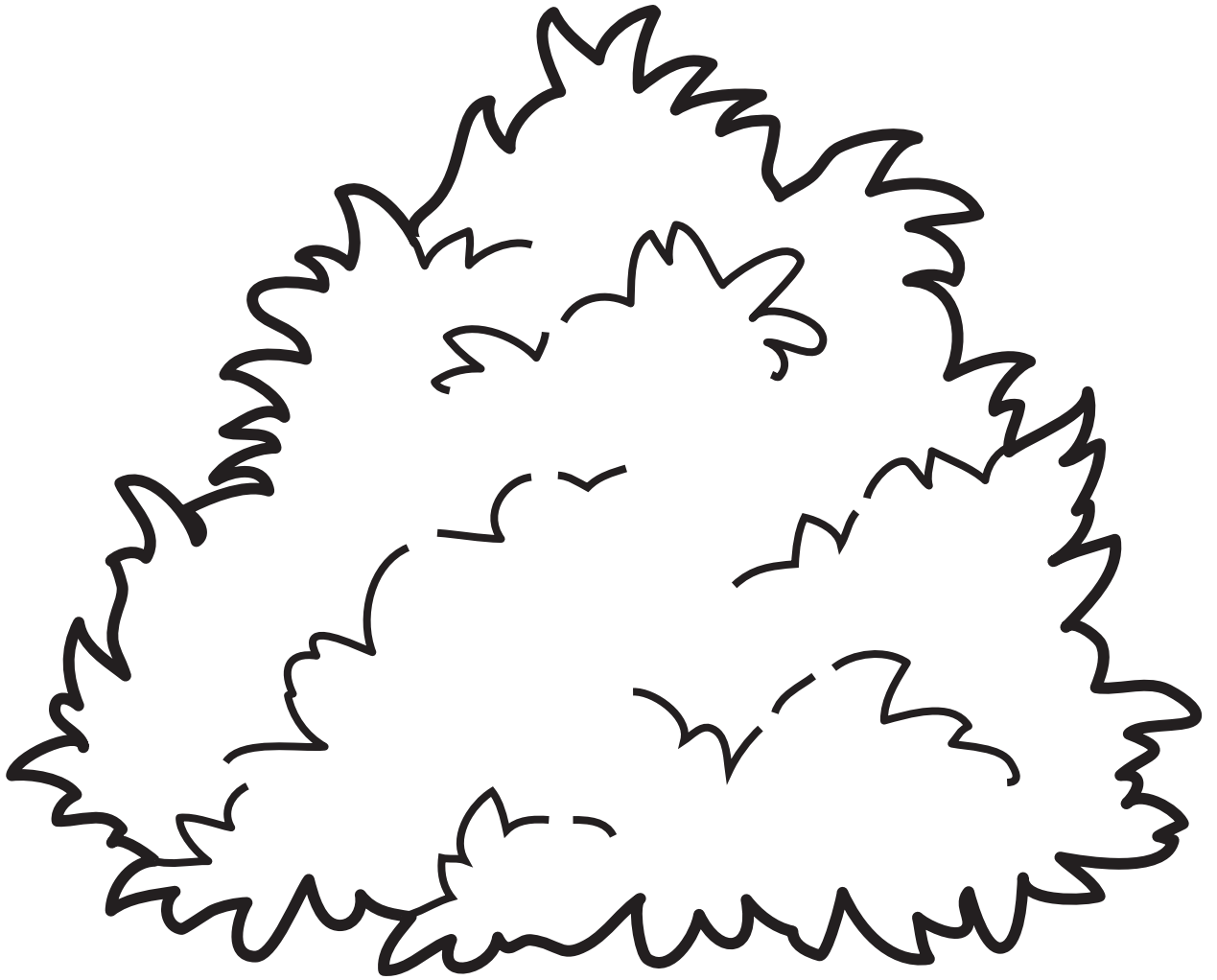


dog

Science Grade 5 Supported Independence

Selected-response R1

Incorrect “dog”

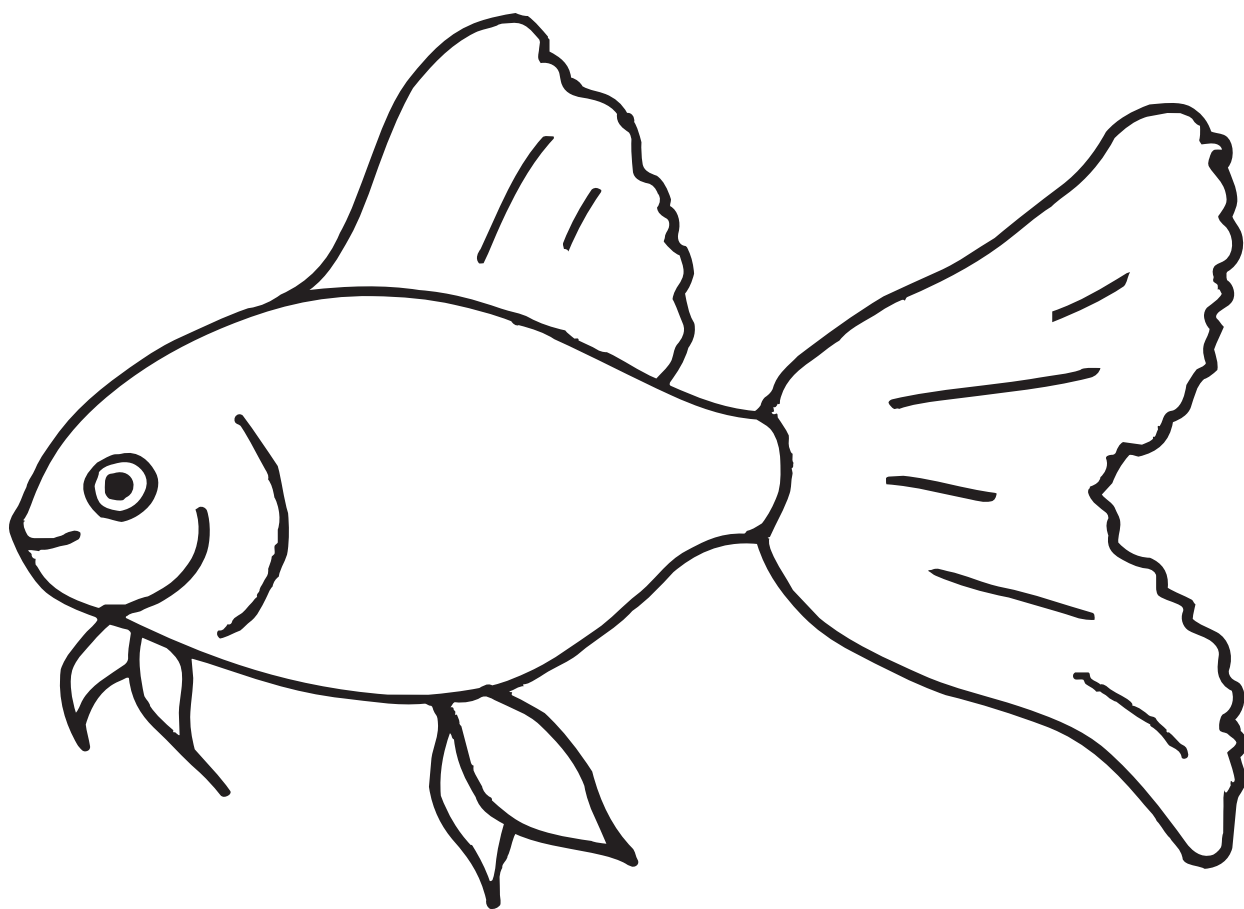


bush

Science Grade 5 Supported Independence

Selected-response R1

Correct “bush”

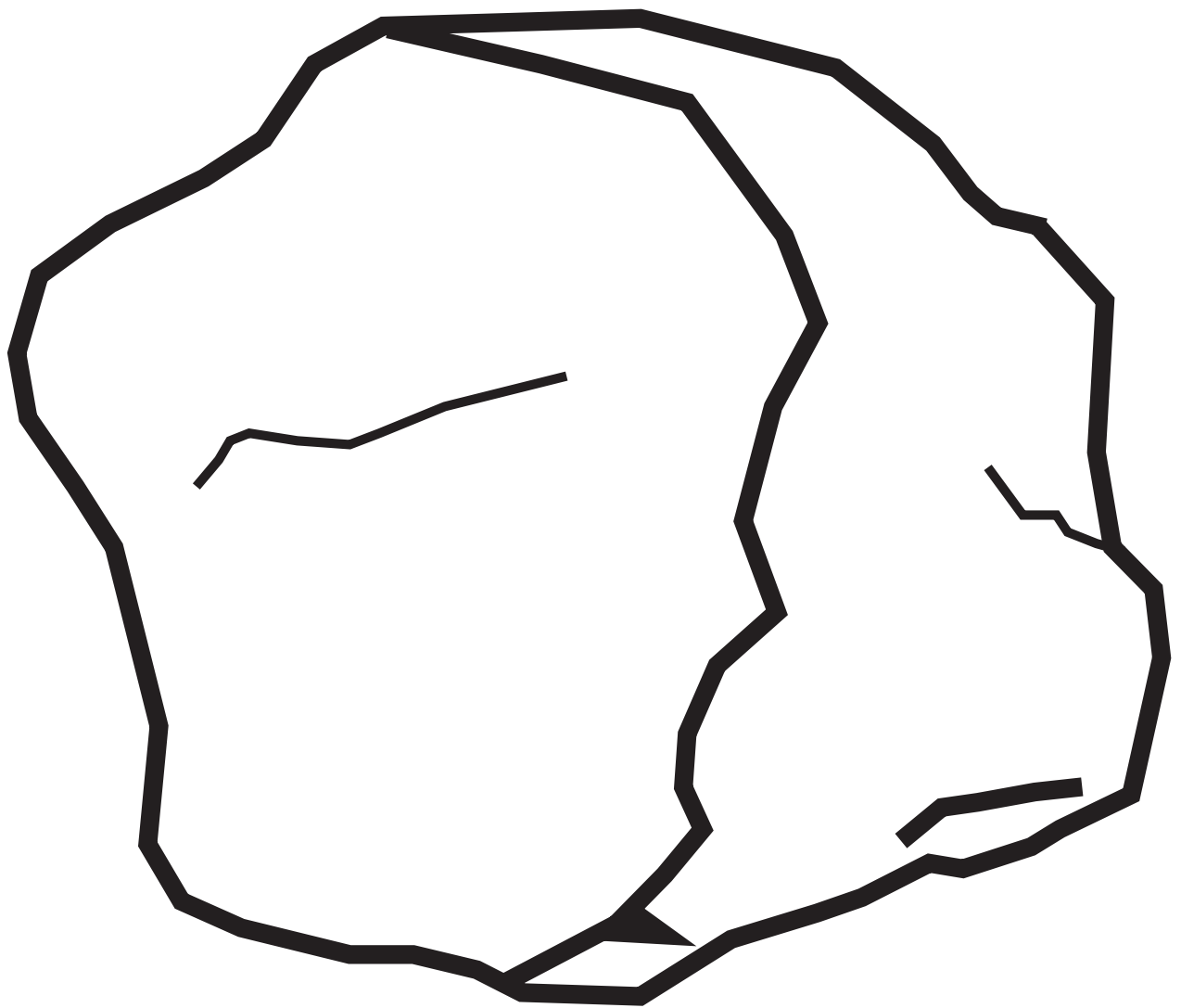


fish

Science Grade 5 Supported Independence

Selected-response R1

Incorrect “fish”

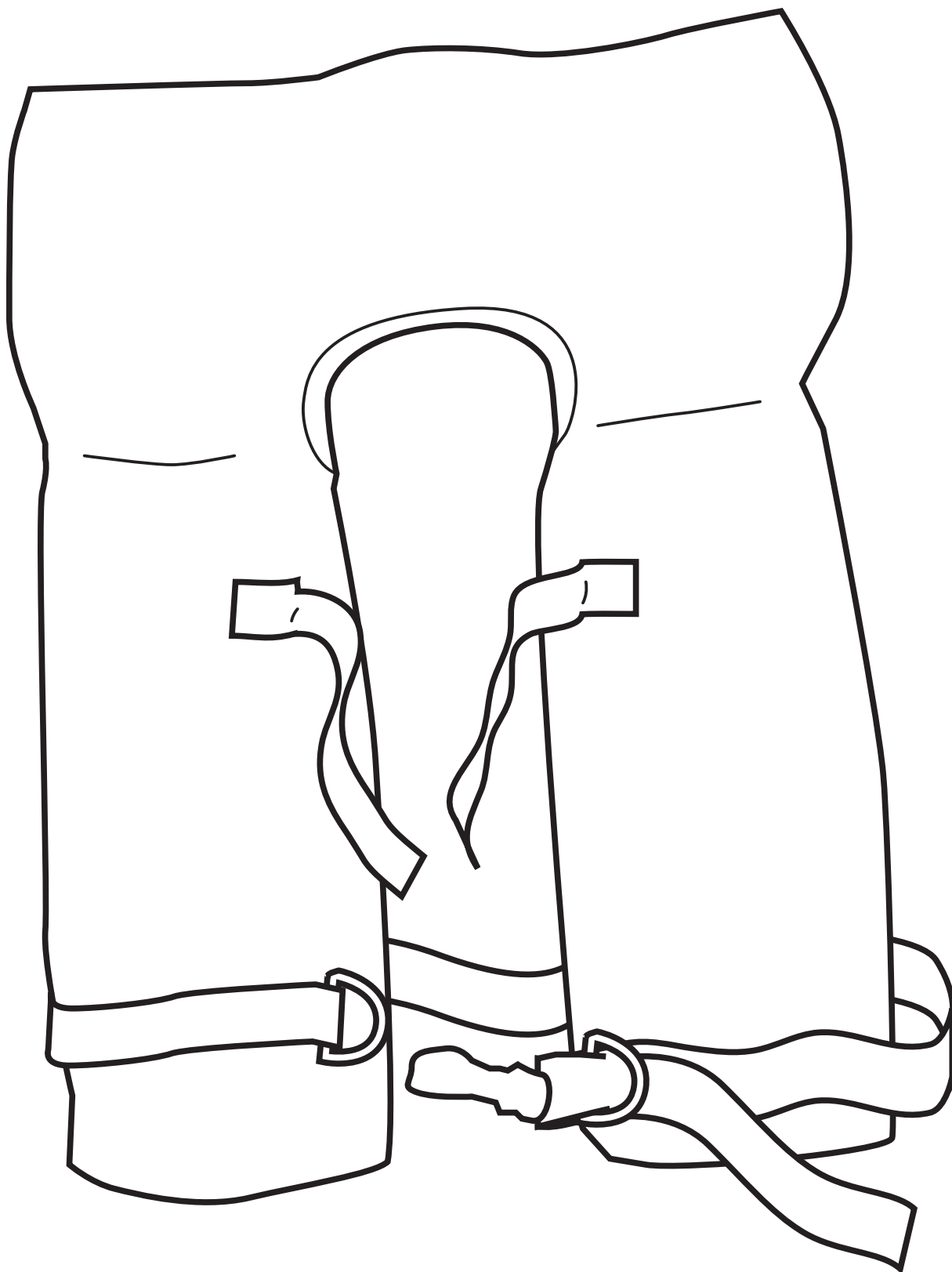


rock

Science Grade 5 Supported Independence

Selected-response R2

Incorrect “rock”

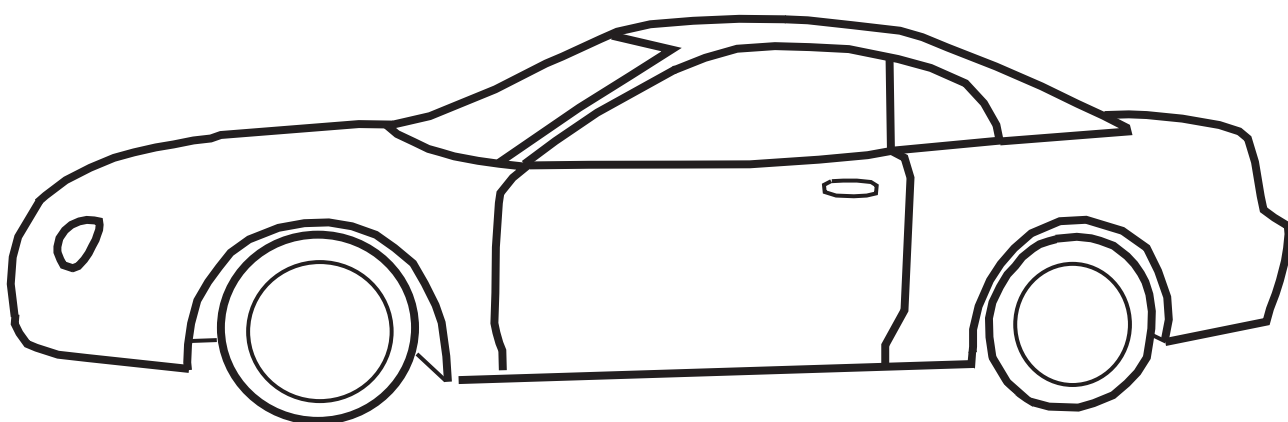


life jacket

Science Grade 5 Supported Independence

Selected-response R2

Correct “life jacket”

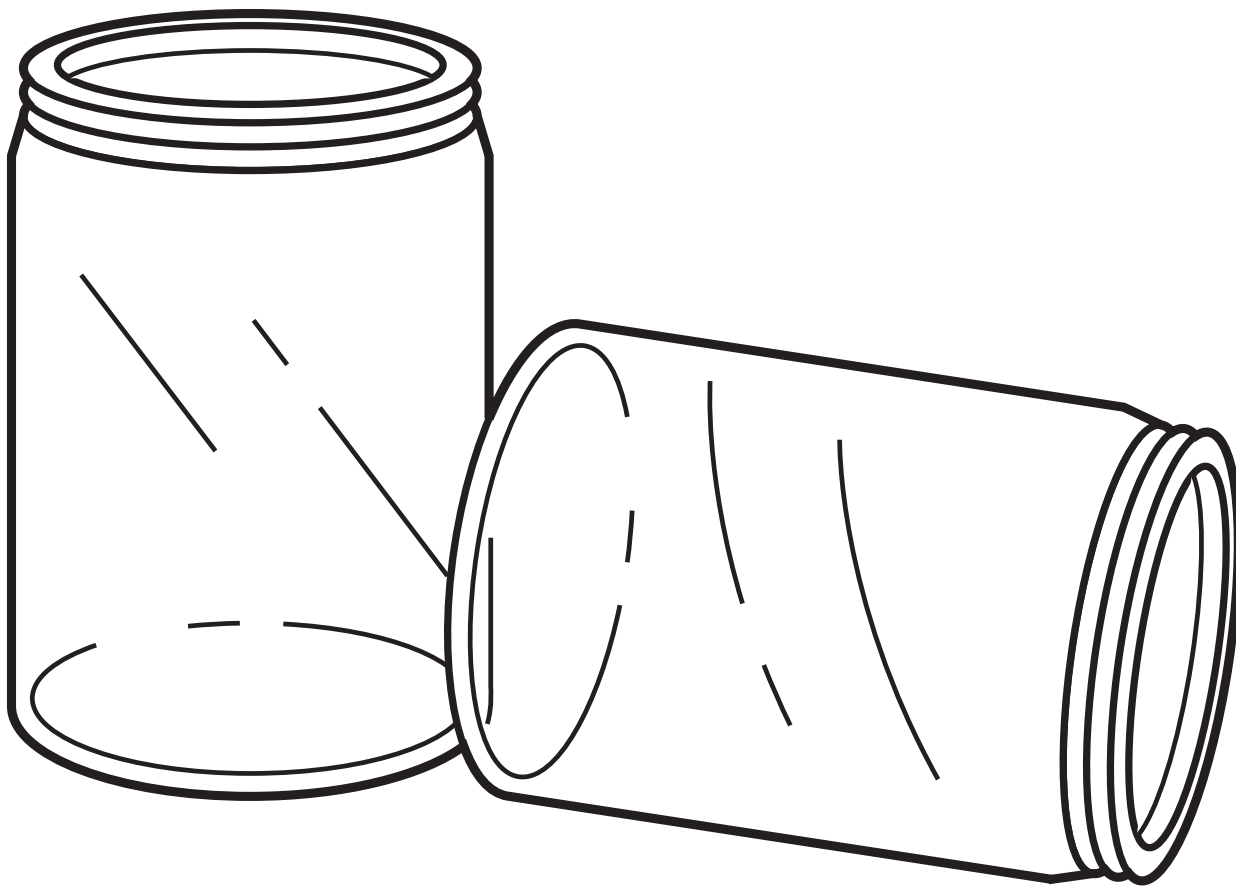


car

Science Grade 5 Supported Independence

Selected-response R2

Incorrect “car”



glass jars

Science Grade 5 Supported Independence

Selected-response R3

Correct “glass jars”

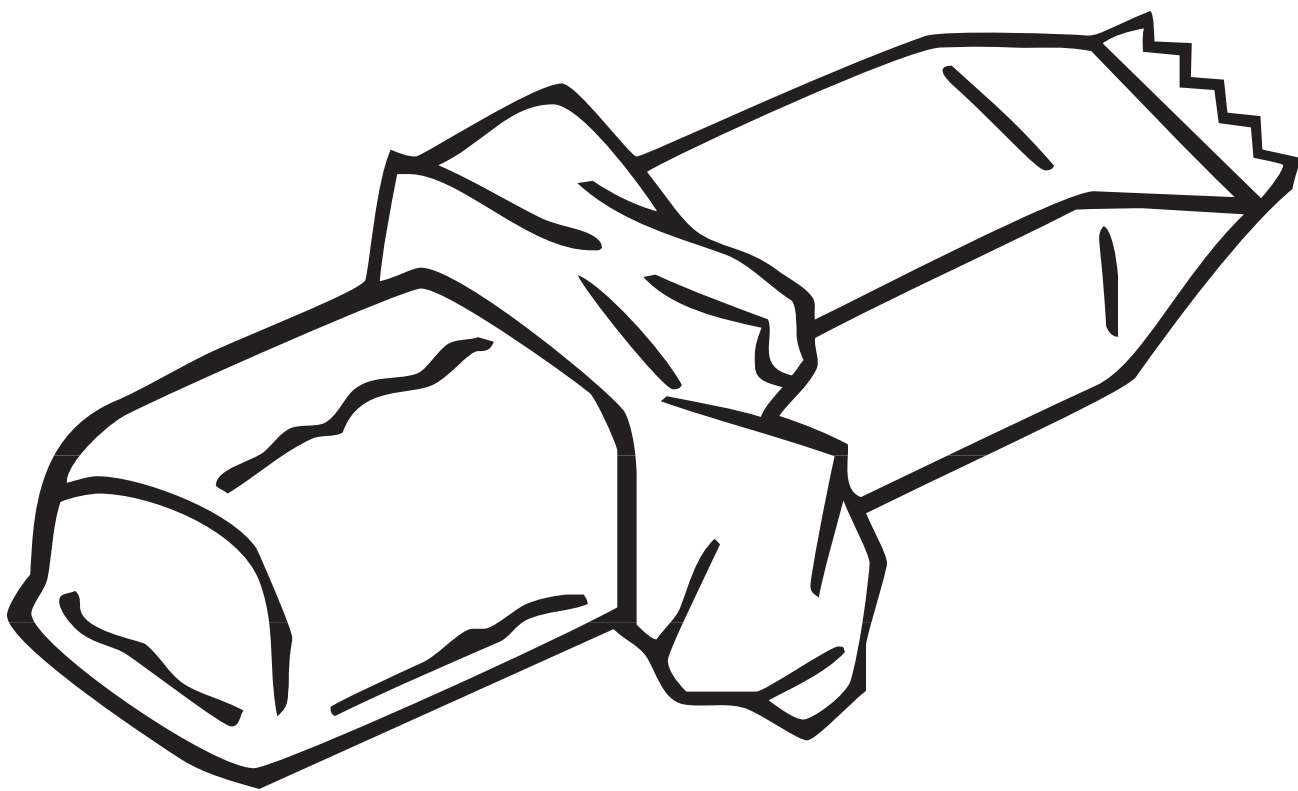


shoe

Science Grade 5 Supported Independence

Selected-response R3

Incorrect “shoe”



candy bar

Science Grade 5 Supported Independence

Selected-response R3

Incorrect “candy bar”

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code and a brief description of what is measured.

Full descriptions of the EB contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Science		
Released Item Number	EB Code	SCORING FOCUS
		LIFE
R1	L.OR.SI.EB.III.2.e.2a	Differentiating between plants and animals.
		PHYSICAL
R2	P.ME.SI.EB.IV.1.e.1a	Identifying attributes/properties of common objects.
		EARTH
R3	E.GE.SI.EB.V.1.e.6a	Identifying and/or demonstrating everyday routines and/or materials related to conservation.



Michigan Department of Education
Office of Educational Assessment and Accountability
Assessment for Students with Disabilities Program
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access